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ABSTRACT

The Executive Branch of the United States government is examined in this grades 10-12 Quinmester Program curriculum guide. Trends and issues surrounding the American presidency, its roles and functions, and their evolution through time are discussed. The approach emphasizes how the president is viewed by his many constituencies, thereby giving the student an insight into the many roles and stances the president must adopt to be an effective leader. Some broad goals of the course are to: 1) help students critically discuss the evolution of the president's constitutional powers; 2) analyze the functions of the executive branch; 3) generalize about the effect of a given president on the office of presidency; and, 4) analyze the relationships between the three branches of government. A broad goals, content outline, objectives and learning activities, and materials sections are included in the guide. (Author/OPH)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

The Changing American Presidency

#6448.04, 6446.05 and 6416.39

Social Studies

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

SO 005 295

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SOCIAL STUDIES

THE CHANGING AMERICAN PRESIDENCY

6448.04
6446.05
6416.39

by

JOAN HEGGY

for the

Division of Instruction
Dade County Public Schools
Miami, Florida
1971

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INTRODUCTION

This course of study was written as a part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g., pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to : Social Studies Office, Room 306, Lindsey Hopkins, A-1.

James A. Fleming
Social Studies Consultant

COURSE DESCRIPTION: AN EXAMINATION OF THE EXECUTIVE BRANCH OF OUR FEDERAL GOVERNMENT. ANALYSIS OF THE ROLES AND FUNCTIONS OF THE AMERICAN PRESIDENCY AND THEIR EVOLUTION THROUGH TIME. AN IN-DEPTH STUDY OF SELECTED PRESIDENTS IS INCLUDED.

CLUSTER: POLITICAL AND ECONOMIC STUDIES

GRADE LEVEL: 10-12

COURSE STATUS: Elective

INDICATORS OF SUCCESS: NONE

COURSE RATIONALE: The American Presidency is the most exciting, most arduous, most prestigious, most controversial job in our society. Increasingly, the nation seems focused on the position, and even more so, on the person who is our Chief Executive. The reasons for this trend are explored in this course, as are other trends and issues surrounding the Presidency. The approach emphasizes how the President is viewed by his many constituencies, thereby giving the student an insight into the multiple roles and stances the President must adopt to be an effective leader.

COURSE GOALS:

1. THE STUDENTS WILL CRITICALLY DISCUSS THE EVOLUTION OF THE PRESIDENT'S CONSTITUTIONAL POWERS.

2. THE STUDENTS WILL ANALYZE THE FUNCTIONS OF THE EXECUTIVE BRANCH.

3. THE STUDENTS WILL GENERALIZE FROM DATA ABOUT THE EFFECT OF A GIVEN PRESIDENT ON THE OFFICE OF THE PRESIDENCY.

4. THE STUDENTS WILL ANALYZE THE RELATIONSHIP BETWEEN THE EXECUTIVE, LEGISLATIVE, AND JUDICIAL BRANCHES.

5. THE STUDENTS WILL SPECIFY THE ADVANTAGES AND LIMITATIONS OF PRESIDENTIAL PARTY POLITICS.

6. THE STUDENTS WILL CRITICALLY DISCUSS THE IMPACT OF THE MASS MEDIA ON THE OFFICE OF THE PRESIDENCY AND THE PRESIDENT'S AUDIENCES.

7. THE STUDENTS WILL GENERALIZE FROM DATA ABOUT THE DIFFICULTIES INHERENT IN THE PRESIDENT PLAYING MANY ROLES FOR A DIVERSIFIED ELECTORATE.

8. THE STUDENTS WILL ANALYZE THE PRESIDENT'S ROLE AND COMMANDER IN CHIEF AND CHIEF DIPLOMAT.

COURSE OUTLINE:

The Presidency as viewed by:

I. The Constitution

II. The Executive branch

III. The President

IV. The Congress and the Courts

V. The Party

VI. The Mass Media

VII. The People

VIII. Foreign Governments

GOAL 1: THE STUDENTS WILL CRITICALLY DISCUSS THE EVOLUTION OF THE PRESIDENT'S CONSTITUTIONAL POWERS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
I. THE PRESIDENCY AS VIEWED THROUGH THE CONSTITUTION. Note to the teacher: The writer has identified The Presidency: Office of Power as essential to this course of study. Other sources may certainly be used such as a government text. The topic referred to in The Presidency: Office of Power is alluded to in the activities which follow, thus providing you the opportunity to utilize another source to study a particular topic.	A. The students will identify those portions of the Constitution pertaining to the Presidency.	1. Students read pp. 1-7 in recommended class set, The Presidency: Office of Power or another source dealing with the oath of office and inaugurations. Ask the following questions: a. What gives the President his real power - his constitutional authority or his obligation to "preserve, protect, and defend" the Constitution? Explain your answer. (Here, the teacher can distribute or describe the course outline, beginning with the President's strict constitutional powers and expanding into interpretation, personality differences, changing times, etc.) b. Who was the first President to "affirm" rather than "swear?" Why is there a choice of words? What constitutional rights are being protected by this choice? c. How were the early inaugurations different from those held now (refer to last inauguration)? How were they similar? d. How is the Presidency itself different than it was in the beginning? In what ways is it the same? 2. Show filmstrip entitled The American Presidency. Discuss the many roles played by the President. Culminate the discussion by describing the approach to be taken by the class: That the President does not play these roles in a vacuum. He is observed, assessed, and influenced by other organs of government, the electorate, other nations, etc. in this process of presidential role performance. So the class might find it profitable to examine the presidency through the "eyes" of all who have an interest in the presidency. And, logically, the class should begin by examining the presidency through the "eyes" of the document which established that office.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
I. (cont.)	A. (cont.)	3. Students read pp. 7-10 in The Presidency: Office of Power and discuss the following questions: a. What were some of the considerations and suggestions made at the Constitutional Conventions regarding the presidency? b. What factors contributed to the final decisions concerning the office of the presidency? c. Based on the filmstrip (#2), cite examples for each of the roles of the presidency listed in the reading. d. What article in the Constitution contains the authority for the President to play these roles? 4. All students should possess a copy of the Constitution, and they now locate the appropriate article (II). The students should scan Article II and be able to describe the general contents of its four sections. Emphasize that this is necessary for future reference in the course.
	B. The students will locate (or propose) amendments which modify the presidency.	1. Students read Section 1. Ask them which clauses are still in force. Students can check the accuracy of their answers by perusing the amendments and identifying those which alter the meaning of any portion of Section 1. (Note: Cl. 1 - 22nd Amend., Cl. 3 - 12th Amend., Cl. 4 - 20th Amend., Cl. 6 - 25th Amend.) 2. Discussion questions based on Activity #1: (a few class copies of a standard American history text might help here) a. What was the reason(s) for the passage of each of these amendments? b. What was the effect of each amendment on the presidency - that is, did it strengthen it, weaken it, etc.?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
I. (cont.)	B. (cont.)	3. Activities re: Electoral College (Cl. 2) a. Ask: Which clause is presently engendering much controversy including proposed amendments? Why? b. Read pp. 115-116 in The Presidency: Office of Power for a brief description of the Electoral College. It is recommended that the teacher follow up with a short explanatory lecture. c. Electoral vote maps are widely available and can be used (1) to supplement the teacher lecture (2) to discuss reasons for current presidential campaign strategy d. Academically able students can construct the following charts: (1) a historical comparison of electoral with popular votes, identifying majority, plurality, and minority winners. (2) voters per electoral vote in each state e. The above charts can serve as a basis of discussion about the problems associated with the Electoral College. f. Debate: The Electoral College should be eliminated (modified, retained).
	C. The students will recognize and evaluate the informal as well as formal qualifications for the presidency.	1. Refer students to Cl. 5 (qualifications). Ask: a. Why were these qualifications enacted? b. Would you change any? Why? (The discussion here should include reference to Amendment 26) 2. Ask students what informal requirements they think are necessary to win a presidential election (i.e., sex, race, religion, marital status, residence, previous government service, etc.). A few students could do

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
I. (cont.)	C. (cont.)	2. (cont.) research on this subject and report their findings to the class. The class should assess the wisdom, fairness, etc. of such requirements. 3. Less academically able students can construct the following charts: a. Ages of presidents at the time they assumed office, identifying the oldest, youngest (to succeed, to be elected), how many in forties, fifties, sixties, etc. b. "The President who ....." Descriptions of interesting or significant "firsts" accomplished by American presidents. c. Increases in salary and the first President to enjoy each increase. Ask: What rules does Cl. 7 set down regarding the President's salary? d. An illustrated chart of the financial advantages and fringe benefits (other than salary) given to presidents, retired presidents, and widows of presidents.
	D. The students will cite evidence for the following statement: The Vice Presidency is no longer an office seeking a role.	1. Show Screen News Digest, Vol. 6, Is. 5, (Kennedy assassination and succession of President Johnson) and ask students to locate the clause in Section 1 which relates to these events. Review the portions of Activities 5 and 6 related to the passage of the 25th Amendment. 2. Read Chap. 11 in The Presidency: Office of Power and discuss the following: a. How did early vice presidents view this office? Cite examples. b. Why was disability a greater problem than death prior to the 25th amendment?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
I. (cont.)	D. (cont.)	3. Discussion question: Why is the Vice Presidency becoming increasingly important? 4. Show film entitled The Vice Presidency Parts 1 and 2 and discuss the following questions: a. Why was John Tyler's decision to become President rather than Acting President considered to be so significant? b. What have been some problems associated with selecting the "next best qualified man?" c. Discuss the segment of the film dealing with Victor Moore's parody of the Vice President from "Of Thee I Sing." 5. Show filmstrip entitled The Vice Presidency in Action and Evolution and ask the following questions: a. What is the Vice President's constitutional duty? b. What duties has the President delegated to the Vice President? c. Are the above duties sufficient training for possible succession to the Presidency (review statements made by the students in answer to Activity 2). Would you add or eliminate any duties? Explain your answer. 6. Discuss the current Vice President's performance of the above roles. Has he added or subtracted any?
	E. The students will suggest reasons why the presidency has become increasingly important since 1789.	1. Students read Sections 2 and 3 and locate constitutional authority for the presidential roles described in The Presidency: Office of Power (see pp. 10-11 and Activity 3C). The teacher can provide further clarificatior and examples using The United States Constitution in Perspective, Heathcock, 1963, pp. 157-172.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
I. (cont.)	E. (cont.)	2. Discussion questions: a. Which powers have increased in importance since the Constitution was written? Why? Have any powers decreased in importance? b. Based on your answers to "a", how has the office of the presidency been affected by the changing importance of its constitutional powers. c. Why has the President been given legislative and judicial as well as executive powers? (The students should be able to recognize the relationship of multiple roles to the concept of checks and balances). 3. Students projects (individual or group). Collect examples of presidents performing constitutional roles and share them with the class. Or cite the example and ask the class to locate the specific constitutional authority for that act. This could be part of the review for the test on Unit I.
	F. The students will describe the process of impeachment.	1. Students read Section 4 and do the following activities: a. Define all unfamiliar terms contained therein. b. Locate and read the sections in Article I pertaining to impeachment. c. Read an account of the trial of President Johnson or show film, Johnson and Reconstruction, and discuss the political aspects of this impeachment. Or read "Edmund G. Ross" from Profiles in Courage by John F. Kennedy. A reprint of this story plus discussion questions is found in Comparative Political Systems by Edwin Fenton.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
I. (cont.)	F. (cont.)	d. Group project: The students may construct a list of hypothetical presidential actions related to current events. This list should range from mildly controversial to extremely questionable actions. Convene the class as the U.S. Senate and discuss these actions as in an impeachment trial. Culminate each discussion with a vote. 2. Culminating activities: a. A report on an average day in the life of the President (including a specified number of constitutional duties to be carried out). b. Essay: What constitutional power (or duty) do you think is especially critical at this time? Explain your answer. 3. Rainy day filler any time during quin. Show film entitled Tour of the White House, Pt. 1 and 2.

GOAL 2: THE STUDENTS WILL ANALYZE THE FUNCTIONS OF THE EXECUTIVE BRANCH.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
II. THE PRESIDENCY AS VIEWED BY THE EXECUTIVE BRANCH.	A. The students will identify the origin, function, and process of the cabinet.	1. Students read Chap. 2, pp. 12-26 in The Presidency: Office of Power and answer the following questions. a. How did the Constitution provide for the creation of a Cabinet? b. What crisis brought the Cabinet into existence as an advisory body? c. What considerations must a President make in the appointment of a Cabinet? Give examples from the reading. d. Why would a given person accept a cabinet post? Give examples from the reading. e. Why would a cabinet member oppose the President or try to undercut his authority? Give examples from the reading. 2. A student may report on the circumstances attending Secretary Hickel's resignation from the Nixon cabinet, or read and report on Hickel's book entitled Who Owns America? (Prentice Hall) 3. Show filmstrip entitled Portrait of a Cabinet Member. Discuss Secretary Udall's concept of his position. If possible, compare to the Hickel or any more recent position. 4. Projects: Students can report on the President's current Cabinet. The following questions should be answered: a. What considerations influenced the appointment of this cabinet member? b. Is the member a staunch supporter of the President? Why or why not?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
II. (cont.)	A. (cont.)	5. Students read pp. 26-29 and answer the following questions: a. How did the three cabinets differ? b. Does the President's personality influence his cabinet's mode of operation? Cite evidence to prove your answer. c. How does the current President and his Cabinet operate together? (If this is not known, a student should locate this information) d. If you were a cabinet member, which type of cabinet would you prefer to work with? e. Do you think that it is more important for cabinet member to run his department or to give the President advice? f. Based on the reports under "d", is the present cabinet more administrative or more advisory? Why is this so?
	B. The students will describe the role of the President's inner circle and compare its status to that of the cabinet.	1. Have students read Chapter 3 in <u>The Presidency: Office of Power</u> and discuss the following questions: a. Why is the presidential inner circle likely to have more influence than the Cabinet? b. Why is the inner circle more likely than the Cabinet to be loyal to the President? c. Describe the differences in Wilson's, FDR's, Ike's, JFK's, and Johnson's inner circle. How do you account for these differences? d. In your opinion, which of the above advisors had the most influence on the President? The least? Why? e. Do you think that any of these president-advisor relationships was unwise? Explain your answer. f. Which kind of advisor would you prefer to be?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
II. (cont.)	B. (cont.)	2. Who are the current President's inner circle? If the class cannot answer this question, assign a few students to locate this and the following information: a. Do these advisors occupy formal or informal posts, or can their positions be likened to any described in the text? b. What positions did they occupy before becoming White House advisors? c. Why would they wish to work for this particular President? d. How have they assisted the President?
		3. A student can report on Andrew Jackson's famous "Kitchen Cabinet," including reasons for its creation, and the loyalty and contributions of this "Cabinet."
	C. The students will classify the functions of the executive departments.	The executive bureaucracy is so vast and its duties so varied that an in-depth study of the various departments and commissions is not possible. This is an area where students could do special reports describing the functions of a given agency, etc. The reports should always emphasize that whatever the function, the agency's raison d'etre is the interpretation, filling in, and execution of the laws passed by Congress.
	D. The students will state a problem related to the effective functioning of the executive branch.	1. Students may reread pp. 38-40 and discuss the following questions: a. The text states that most employees of the executive branch are little concerned about who occupies the White House. Why is this? How might this affect a federal employee's interpretation or execution of a Presidential order? How might this affect a new President's plans to institute new frontiers, new deals, new vistas, etc. in his administration?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
II. (cont.)	D. (cont.)	1. (cont.) b. What are some of the major recruitment problems that every President faces? c. Culminating activity: Construct a hypothetical situation whereby the current President has just recommended some highly controversial legislation to Congress. Defend reasons why the following persons might support or criticize the President's proposals. (1) Cabinet member chosen to appease an influential interest group (2) Cabinet member lured from the business world because he deeply admires the President (3) Cabinet member who is a respected member of the opposing political party (4) Inner circle advisor who is also a close friend of the President (5) Highly placed Civil Service employee who may have to administer the program in question

GOAL 3: THE STUDENTS WILL GENERALIZE FROM DATA ABOUT THE EFFECT OF A GIVEN PRESIDENT ON THE OFFICE OF THE PRESIDENCY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
THE PRESIDENCY AS VIEWED BY THE PRESIDENT	A. The students will list reasons why presidents might differ in the interpretation of their powers.	1. Ask students to reread pp. 10-11 in The Presidency: Office of Power and relate how and why President Washington changed his conception of the presidential role. 2. Ask students to list reasons why Presidents might differ in the interpretation of their powers. The list should include philosophy, personality, party affiliation, election considerations, the times, etc. 3. Students read Chapter 7 in The Presidency: Office of Power and do the following activities: a. Find examples of presidential differences for all the items on the list (Activity 2). b. What was the major difference in Kennedy's and Johnson's handling of Big Business? If you were President, which approach would you have taken? c. Which presidents were "strict constructionists" and which were "loose constructionists" of their constitutional powers? Can you identify a trend in this area?
	B. The students will examine the evolution of presidential powers.	1. Classroom activity or individual projects: Students examine how different presidents have played their roles. The outcomes of their investigation should include: a. Using the list from Activity 2, determine the reasons why the President acted as he did. Does any reason predominate? b. What are the greatest strengths and weaknesses of the presidents studied? c. What are the most important characteristics that a President should possess? Or do time and circumstance dictate varying answers to this question?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. (cont.)	Reading suggested for the above project: Storms Over the Presidency, Thomas J. Fleming, Follett Educational Corporation, Chicago, 1970 (easy reading). The Hero and the People: The Meaning of Jacksonian Democracy, Richard H. Brown, The Macmillan Company, New York, 1964 (for the average reader). Presidential Power, Richard E. Neustadt, The New American Library, New York, 1960 (for the better student). The American Presidency, Clinton Rossiter, Harcourt, Brace, Jovanovich, Inc., New York, 1956 (for the better student). Chapter 4, "Great Decisions," The Presidency: Office of Power. "Who Are the Greatest Presidents of the United States," James Hantula, Social Education, Nov. 1971. Films suggested for the above project: The Life and Times of Teddy Roosevelt Roosevelt, Theodore Wilson, Woodrow Hoover, Herbert, Parts 1 & 2 Roosevelt, Franklin Delano, Parts 1 & 2 Eisenhower, Dwight David Filmstrips suggested for the above project: The Age of Theodore Roosevelt Dwight D. Eisenhower Franklin Delano Roosevelt Harry S. Truman Woodrow Wilson

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. (cont.)	2. Project: A few students can make a list of the five greatest presidents (in their opinion) and argue their cases before the class. 3. Show films entitled MacArthur, General Douglas and Truman, Harry S., Parts 1 and 2 and ask the following questions: a. What was the constitutional (or legal) relationship between these two men? b. What events led up to the controversy between them? c. Which man seemed to be better educated? Better trained for his job? More admirable? More likeable? d. Was President Truman correct in firing General MacArthur? Defend your answer. e. Did President Truman mold the office of the presidency around his personality or did the office mold him? Explain your answer. 4. Students read pp. 76-84 and pp. 53-56 in The Presidency: Office of Power and do the following activities: a. Discuss: (1) The relationship between the President's role as Commander in Chief and the Viet Nam controversy. (2) The problems of maintaining civilian control of the military. (3) Whether the students would like to alter this (or any other) presidential power. b. A student may read and report on a synopsis of The Pentagon Papers. Use above questions as point of departure for class discussion. 5. Role playing: Ask for volunteers to act as the President in different situations. The class should write up the situations as an assignment. Interview each volunteer separately, asking them how they would handle the situations. Subsequently, the class should try to ascertain in its discussion why the student volunteers

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. (cont.)	5. (cont.) were different (or similar) in their approaches. 6. Using Activity A-2, the students can examine the current President's activities and pronouncements and determine the primary (and secondary) reasons for them. This could be a long term project involving news clippings, TV quotes, and other primary research material.

GOAL 4: THE STUDENTS WILL ANALYZE THE RELATIONSHIP BETWEEN THE EXECUTIVE, LEGISLATIVE, AND JUDICIAL BRANCHES.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
THE PRESIDENCY AS VIEWED BY THE CONGRESS AND THE COURTS	A. The students will describe the process of checks and balances.	1. Students should list those portions of the Constitution relating to the President and Congress and the President and the Federal Courts. The class may make a master list from the sections cited. The students whose lists most closely approximate the master lists could receive some extra credit or recognition. 2. Students may be assigned to keep a notebook of all interaction between the President (or Executive Branch) and Congress or Courts throughout the quin. The articles, etc. should be annotated to explain the constitutional authority or reason for this interaction. 3. In <u>The Presidency: Office of Power</u> students read Chapter 5 (President and Congress) and Chapter 6, pp. 72-76 (President and Supreme Court) and discuss the following questions: a. Why did President Truman say (p. 57) that the conflict between the President and Congress is "inherent in our form of government." Why did President Johnson disagree with him (p. 71)? b. Why is the President called the Chief Legislator? c. What factors influenced periods of Congressional ascendancy vs. presidential ascendancy? Cite examples from the reading for your answer. d. Do recent trends point toward congressional or presidential ascendancy? Give reasons for your answer. (Include activities of current President and Congress in answering this question.) e. Why does the judiciary wear a "velvet glove" when it restrains the Chief Executive? f. What could happen if the President refused to obey the Supreme Court?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	A. (cont.)	3. (cont.) g. How can the President influence the decisions of the Court? How can the Supreme Court influence decisions of the President? h. How can the Congress influence the President's influence with the Supreme Court?
	B. The students will propose reasons why cooperation and conflict exist among the three branches of government.	1. Role playing: Ask one or more students to portray the President and Executive Branch. They should develop a program related to the current interests and needs of the nation. Ask nine students to act as Supreme Court Justices and the rest of the class to act as Congress. They should consider the President's program and state how they would handle it in their respective roles. They should explain their actions, and the class should begin to list reasons why the Congress and Courts would agree or disagree with the President. 2. A few students can do in-depth research on current or recent Executive/Legislative or Executive/Judicial "stress areas." (i.e., Senate confirmation of Supreme Court justices; Congress and foreign policy; Congress and foreign aid). 3. Role playing debate. One student can take the part of the President and another student can take the part of a member of the Congress or Court who actively opposes the President on certain issues. These students should do research on the reasons for this disagreement and then debate these issues before the class.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. (cont.)	4. A few students can make up a list of laws and court decisions where the Congress and the Court upheld the President's requests and actions by a substantial majority. 5. The students should begin to develop reasons why: a. There is a conflict between the President and the other two branches. Their list should include the following points: Constitutional separation of powers and checks and balances; different philosophies; different parties; different constituencies; different terms. b. There is cooperation between the President and the other two branches. Their list should include the following points: similar philosophies; same party; preponderance of legal or governmental backgrounds; age factor; education; socio-economic backgrounds; "establishment" orientation; responsibility of governing. 6. **Discussion question: Why would the President be opposed by members of his own party in the Congress or Supreme Court?** 7. Show films entitled The Presidency and Congress and With Liberty and Justice for All, Pt. 1 or 2 and discuss how they illustrate the checks and balances between the three branches of government. 8. Culminating essay: Should the number of legislative and judicial checks on the Presidency be increased, decreased, or unchanged. Defend your answer, using references to the Constitution as well as current events.

GOAL 5: THE STUDENTS WILL SPECIFY THE ADVANTAGES AND LIMITATIONS OF PRESIDENTIAL PARTY POLITICS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
THE PRESIDENCY AS VIEWED BY THE PARTY	A. The students will describe the evolution of the role of the party in presidential politics.	1. Students read Chapter 9, pp. 113-126 in The Presidency: Office of Power and list or discuss the answers to the following questions: a. How did the Constitution provide for the selection of a President? b. Why were the first parties formed? What were their names? c. Describe the early congressional caucus and favorite-son systems of nominating presidential candidates. (A few students can provide more detailed answers to this question by referring to a U.S. History or Government text.) d. What important innovation did Jackson and Van Buren make on the structure of their party? What modern political party did they found? e. Based on the facts presented on pages 120 and 121, do party professionals carry much weight within their parties? Why? f. List the functions of political parties with regard to the Presidency. 2. The following films are recommended to supplement Activity #1: a. The Making of the President 1960, Pts. 1 and 2. Part 1 is particularly good in illustrating how prospective candidates must "court" members of their own party in order to win the nomination. Part 2 illustrates how the parties close ranks for the general election. b. Screen News Digest, Vol. 7, Is. 2 (1964 Republican Convention). c. Screen News Digest, Vol. 10, Is. 9 (role of PARTIES IN PRESIDENTIAL ELECTIONS SINCE Day One)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	A. (cont.)	3. Show the following films: Screen News Digest, Vol. 6 Is. 6 (Profile of President Johnson) and Screen News Digest, Vol. 11, Is. 4 (Profile of President Nixon) to determine the role of the political party in the careers of Presidents Johnson and Nixon.
	B. The students will analyze the relationships between recent presidents and their respective political parties.	1. Students read pp. 126-128 in The Presidency: Office of Power and answer the following questions: a. How have some of our recent presidents viewed their role as the head of their political party? b. How does our current President view his role as the head of his political party? c. Which approach do you prefer? Why?
		2. Ask the class to list the different types of members of the President's party. Some groups that should appear on the list are: professional party workers, party members in Congress, party members in the Executive branch, the registered voter, etc. Based on this list, ask the following questions: a. How might these groups differ in what they want from the President? b. How can they make their influence felt? c. Is it possible for the President to alienate one branch of his party while satisfying another? Give an example. d. Does the President seek support outside his party? Why?
		3. Research project for able students: Obtain a copy of the party platform upon which the current President based his election campaign. Determine how much of this platform the President has been able to implement. The report should include the following points:

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. (cont.)	3. (cont.) a. What, if anything, has hampered the President in realizing the platform goals? b. Has the President himself been thoroughly committed to all of the platform goals? If not, what is the reason for this. (Students can refer to Activity #2 to assist them here.) c. Does non-performance in this area necessarily mean defeat in the next election? Give reasons.
	C. The students will evaluate the role of the modern political party in presidential politics.	1. Discussion question: Is the party system, as presently constituted, the best way to nominate, elect, and support a President? What other "sifting out" and means of support would the students suggest? 2. Students may discuss the impact of the 26th Amendment on the whole political process, including the administration of party affairs, party platforms, nominees, etc.

GOAL 6: THE STUDENTS WILL CRITICALLY DISCUSS THE IMPACT OF THE MASS MEDIA ON THE OFFICE OF THE PRESIDENCY AND THE PRESIDENT'S AUDIENCES.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
THE PRESIDENCY AS VIEWED THROUGH THE MASS MEDIA	A. The students will describe the evolution of the role of mass media vis a vis the presidency.	Students read Chapter 10 in The Presidency: Office of Power and answer the following questions: a. What constituencies must the President take into account when transmitting his image? b. Describe the images presented by some of our past Presidents. c. Why has the independent press generally been more restrained in attacking politicians than the earlier editor-owner press? d. What press institution was begun by John Tyler? By Theodore Roosevelt? e. How is the Press Conference viewed by the President? By the public? f. Contrast President Kennedy's style with that of President Johnson. Which do you prefer? What style does the current President use at his Press Conferences?
	B. The students will examine the current relationship of the press and the presidency.	1. Student project: Collect or record the contents of newspaper articles, editorials, and cartoons concerning presidential activities and programs. In an oral report, the student can cite differences in descriptions and opinions which can influence the reader. 2. A few students can do research on the press problems of Presidents Johnson and Nixon, seeking reasons for these difficulties in the nature of the press corps as well as in the personalities of these two men. 3. Discuss the two sides of the current controversy between the President and the Press (and other media): a. Vice President Agnew's charges of "Eastern establishment bias," and b. Press charges of Administration controlled news.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. The students will recognize the impact of presidential radio broadcasts on pre-TV audiences.	Radio: Play a recording of one of FDR's "fireside chats." Discuss the impact of these "chats" on the nation. Ask the students if they would be as influenced by Presidential radio chats now. Why?
	D. The students will propose reasons why TV has changed the whole art of presidential campaigning and public relations.	1. If it has not already been shown, have the students view The Making of the President 1960, Pt. 2. Discuss the impact of the Great Debates between Kennedy and Nixon on the outcome of the election. 2. One student can read and report on The Selling of the President by Joe McGinniss (Trident Press, New York, 1969). Discuss the impact of TV on future campaigns. The class should be able to identify the disadvantages as well as the advantages of TV campaigning (for the public as well as the candidate). 3. If the President appears on television during the quin, the students can evaluate his performance based on the points emphasized in Activities 1 and 2 above. If the students have not completed these activities, then they should establish some criteria for an effective television performance prior to viewing the President. 4. Debate: All Presidential TV appearances are at least somewhat partisan; therefore, the opposing party should get free TV time to "answer" any presidential appearance.

GOAL 7: THE STUDENTS WILL GENERALIZE FROM DATA ABOUT THE DIFFICULTIES INHERENT IN THE PRESIDENT PLAYING MANY ROLES FOR A DIVERSIFIED ELECTORATE.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
THE PRESIDENCY AS VIEWED BY THE PEOPLE	A. The students will identify and discuss the diverse needs of the electorate.	Review the titles of each unit (The Presidency as viewed by .....) and ask the class what important group has thus far been omitted. Or, the teacher might ask: a. Compared to Congress and the Courts, what constituency hires, fires, and in general employs the President and Vice President? b. Does this national constituency (or electorate) have the same needs as the constituency as that of a single Senator, Congressman, or judge? (Review the reasons for the differences between these three branches in Unit IV.) c. Would this national constituency have the same needs as the members of the President's party? Explain your answer. d. What are some of the needs of the national electorate that the President must satisfy? (The students should begin a list at this point, including the standard constitutional, political, and economic needs; but they should also begin to list possible psychological needs satisfied by the Presidency. These can include the need for stability, paternal reassurance, legitimacy, positive action, etc.)
	B. The students will identify and discuss the various roles played by the President.	The class can discuss the difficulties attendant upon the President supplying, or trying to supply, so many of the nation's needs. (See Barber's article in Teacher Reference Material for additional ideas on this subject.) Some questions to stimulate discussion on this point are: a. If the President is a politician (indeed, the leader of his party), then how can he supply reassurance to all the people as Chief of State? b. Why not have two executives (one being a king or ceremonial head of state) as other countries do?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. The students will examine the conflict between the electorate's needs and the President's roles.	1. Group project: Each group selects a past President and, based on the readings and films, assesses how that President measured up to the list made under A.d. The groups should report their findings to the class. If students disagree with the group findings or if the group itself cannot agree on certain points, discuss why this is so. The students should begin to identify the reasons why the electorate would differ in its approbation or disapproval of a given President. Some reasons would be: age, education, income, philosophy, place of residents (region), party affiliation, etc. 2. Have students read Chapter 12 in The Presidency: Office of Power and discuss the importance to the electorate of the following presidential activities: social styles, family life, personal tastes, forms of recreation. Ask the following questions: a. Do you approve or disapprove of the current President in any of the above areas. Why? b. Are these activities important with regard to the executive function? (Students should explain their answers, and using the explanations as a basis, discuss the impact of such ideas on presidential campaigning and presidential image-making.) 3. A student may read and report on Presidential Losers by David J. Goldman (McCormick-Mathers Publishing Co., Inc., Cincinnati, Ohio, 1970. Very easy reading. The student can identify reasons why certain men did not win the presidential race. Subsequently, the class can evaluate the reasoning behind the public's choices. What political, economic, social, or psychological factors were important in these races?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. (cont.)	4. Role playing: Selected students may identify themselves as different elements of the population (i.e., "I am 35 years old, white, male, construction worker, live in Camden, New Jersey, etc.") and state their reaction to selected current presidential policies. The class should identify the reasons for these differing reactions, and based upon this discussion, specify the limitations inherent in the office of presidency.

GOAL 8: THE STUDENTS WILL ANALYZE THE PRESIDENT'S ROLE AS COMMANDER IN CHIEF AND CHIEF DIPLOMAT.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
THE PRESIDENCY AS VIEWED BY FOREIGN GOVERNMENTS.	A. The students will describe the structure of our foreign policy apparatus.	1. Students read Chapter 8 in The Presidency: Office of Power and answer the following questions: a. Where does the President get his constitutional authority to act in the field of foreign policy? b. Why has the President become our most important foreign policy maker? c. With whom does the President share the power to act in foreign affairs? (Cite specific constitutional authority) d. Cite evidence to prove that past presidents have been accountable to public opinion in the field of foreign policy. e. What is the role of the National Security Council? Who are its members? How have past presidents utilized this advisory body? f. (Students should review the role of the executive branch in foreign affairs - See Unit II) How did Eisenhower, Kennedy, and Johnson utilize the executive machinery to handle foreign policy? How does the present President use this executive machinery? 2. Show film entitled Planning Our Foreign Policy (Problems of the Middle East) and identify the executive machinery used to formulate foreign policy in this case. Another film, on the Cuban Missile Crisis, is The Week That Shook the World.
	B. The students will state a problem in foreign affairs and evaluate the President's handling of this problem.	1. Continue with questions based upon Chapter 8: a. How does the President's role as Commander in Chief affect his role as chief diplomat? b. Why have many past presidents endeavored to get bipartisan support for their foreign policies? c. Why did President Johnson (and President Nixon) encounter so much opposition regarding Viet Nam?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. (cont.)	2. Using Activity 1.c. as a transitional question, analyze the impact of Viet Nam on the Presidency. a. Ask the following questions: (1) Identify the president's constitutional authority for acting in Viet Nam? What congressional authority did President Johnson get? (2) What options did the President have to conclude the war? Which did he use and why? b. Show Screen News Digest, Vol. 8, Is. 7 on President Johnson's State of the Union message to Congress which includes the position of the United States in Viet Nam in 1966. Ask the following questions: (1) How could Congress help or hinder the President in his Viet Nam program. What has Congress done in this regard? (2) Politically, what must the members of Congress consider when assessing the President's Viet Nam (or any other foreign policy) stance? (3) Why are many Congressman and Senators who differ with the President about Viet Nam still reluctant to interfere with the President's conduct of the war and related diplomatic efforts. (4) Has Viet Nam (Korea, Dominican Republic, etc.) upset the system of checks and balances between the executive and legislative branches? If so, reconstruct their proper relationship in matters of foreign policy. c. Show Screen News Digest, Vol. 9, Is. 4 and ask: (1) How did the Southeast Asian governments view the U.S. commitment in Viet Nam? To what national interest were they responding?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. (cont.)	c. (cont.) (2) What was the government of Viet Nam's interest in the U.S. presence? (3) How might the interests of South Viet Nam and other Southeast Asian nations differ from our other allies? U.S. Congress? The Secretary of State? Various segments of the electorate? (4) How are the above interests communicated to the President? How has he sought to placate and satisfy these various interests? d. Essay: How has Viet Nam illustrated the powers of the presidency? How has Viet Nam illustrated the problems of the presidency? 3. Research and role playing project: Certain students may research on the interests of selected foreign nations vis a vis the United States. They can present their requests for aid, alliances, etc. to other students portraying the President, his inner circle, the National Security Council, Cabinet, and other executive officials who make decisions regarding these requests. The class should recognize the basic considerations underlying the viewpoints stated by both sides, critically discuss the reasons for the presidential decision in each case, and suggest other alternatives which would aid our national interest or satisfy other groups or viewpoints in our country. 4. Discussion topic: If the President must defend our national interest, then what is it? (Class disagreement on this issue should suggest reasons why foreign policy is such a controversial area and why relations with even our best allies are not always amiable.)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. (cont.)	5. A few students may examine the report on recent foreign visits, diplomatic negotiations, policy statements, and other foreign affairs activities of the current President. What basic U.S. interests are being pursued? What are the basic interests of the nations with which we are dealing? How would you assess the President's performance in this area? 6. Quin project: Students might collect statements, news stories etc. made by the current President or his spokesmen in the executive department regarding one area of the world or one current foreign policy problem. The students should determine our national interest in this matter, whether our policies in pursuance of these interests are consistent and proper, and whether the affected nations or areas can pursue their reasonable interests within the scope of these policies. **Culminating activities:** Final Evaluation 1. Recommended areas for objective questions: Constitutional qualifications, powers, and duties; checks and balances; reasons for differences between presidents or differences in the electorate which might affect their evaluation of the presidency and definitions of appropriate terms. 2. Examples of essay questions: a. Cite evidence for the following statement: The Constitution defines the presidency, the President makes the presidency. b. Critically discuss the positive and negative effects of mass media upon the office of the presidency. c. If you could make some change in the powers, duties, etc. of the presidency, what would you do? Defend your answer.

MATERIALS:

RECOMMENDED TEXT: None

RECOMMENDED CLASS SET:

Bell, Jack, The Presidency: Office of Power. Boston: Allyn and Bacon, Inc., 1967.

AUDIO-VISUAL MATERIALS:

Films

Eisenhower, Dwight David	1-31546
Hoover, Herbert, Pt. 1	1-31000
Hoover, Herbert, Pt. 2	1-31001
Johnson and Reconstruction	1-40093
Life and Times of Teddy Roosevelt	1-31469
MacArthur, General Douglas	1-31542
Making of the President, 1960, Pt. 1	1-40009
Making of the President, 1960, Pt. 2	1-40010
Planning Our Foreign Policy	1-10163
President and Congress	1-31467
Roosevelt, Franklin Delano, Pt. 1	1-31552
Roosevelt, Franklin Delano, Pt. 2	1-31553
Roosevelt, Theodore	1-31560
Screen News Digest, Vol. 6, Is. 5	1-12696
Screen News Digest, Vol. 6, Is. 6	1-12700
Screen News Digest, Vol. 7, Is. 2	1-12706
Screen News Digest, Vol. 8, Is. 7	1-12721
Screen News Digest, Vol. 9, Is. 4	1-12728
Screen News Digest, Vol. 10, Is. 9	1-13371
Screen News Digest, Vol. 11, Is. 4	1-13448
Truman and the Uses of Power	New Acquisition
Truman, Harry S., Pt. 1	1-31544
Truman, Harry S., Pt. 2	1-31545
Vice Presidency, Pt. 1	1-30067
Vice Presidency, Pt. 2	1-30069
Week That Shook the World, The	1-31787
Wilson, Woodrow	1-31551
With Liberty and Justice For All, Pt. 1	1-30058
With Liberty and Justice For All, Pt. 2	1-30060

Filmstrips

(All of the sound filmstrips listed below are produced by Guidance Associates: Harcourt, Brace & World; Pleasantville, New York)

The Age of Theodore Roosevelt, Pts. 1, 2, and 3
The American Presidency, Pts. 1, 2, and 3
Dwight D. Eisenhower: Soldier and Statesman, Pts. 1 and 2
Franklin Delano Roosevelt: The Years That Changed the Nation, Pts. 1 and 2
Harry S. Truman: Man of Decision, Pts. 1, 2, and 3
People's Choices: An Analysis of the Electoral College, The
Political Conventions: Choosing the Candidates, Pts. 1 and 2
Portrait of a Cabinet Member: Stewart L. Udall, Secretary of the Interior, Pts. 1 and 2
The Vice Presidency: In Action and Evolution, Pts. 1 and 2
Woodrow Wilson: Idealism and American Democracy, Pts. 1 and 2

SUPPLEMEMTAL PUPIL RESOURCES:

1. Any American history text
2. Any American government text
3. American Education Publications, Our Presients and Their Times. Middletown, Connecticut: AEP, 1969.

TEACHER REFERENCE MATERIAL:

Alexander, Herbert E., Financing the 1968 Election. Boston: D. C. Heath and Company, 1971.

Barber, James D., "The Presidency: What Americans Want," The Center Magazine. Vol. 4, No. 1, Santa Barbara, California: Center for the Study of Democratic Institutions, January/February 1971.

Bantula, James, "Who Are the Greatest Presidents of the United States?" Social Education. Vol. 35, No. 7, November 1971.

Heathcock, Claude L., The United States Constitution in Perspective. Boston: Allyn and Bacon, Inc. 1963.

McGinniss, Joe, The Selling of the President. New York: Trident Press, 1969.

Neustadt, Richard E., Presidential Power. New York: The New American Library, 1960.

Rossiter, Clinton, The American Presidency. New York: Harcourt, Brace, Jovanovich, Inc., 1956.

Sinkler, George. The Racial Attitudes of American Presidents from Lincoln to Theodore Roosevelt. New York: Doubleday, 1971.